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We are Each Like the Unicorn, Unique and Rare: Human TITLE

Individual Potentialities.

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ABSTRACT

The proposed gifted and talented program for grades K-8 of the Kyrene School District (Temps, Arizona) is described. It is explained that the program is based on a philosophy emphasizing human individual potentialities. The curriculum is said to be personalized, utilizing a seminar-resource center approach. Characteristics of exceptionally talented and gifted pupils are reviewed, and multidimensional screening procedures are suggested. Considered are additional program components, such as enrichment in the regular classes, a centralized resource center, and special counseling for students and their parents. Essential teacher characteristics are listed, as are myths and reality statements concerning talented and gifted students. (CL)

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We Are Each Like the Unicorn

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AN ESEA TITLE III PROJECT

Hunsan Individual Potentialities

A PROGRAM FOR THE TALENTED AND GIFTED

Dr. Ben Furlong
Superintendent of Schools

Klonda Bowers-Ball Project Coordinator

Illustrations Wyona Reeder

Kyrene School District #28 8700 South Kyrene Road Tempe, Arizona 85284

「砂炭の田田の沢川

Kyrene District #28 has been awarded a Title III Grant through the Elementary and Secondary Education Act, to develop an innovative program for the talented and gifted students identified in grades K - 8. The project is a three-year experimental program. Any plans spelled out at this early time in the project's development may be altered if the changes seem relevant and necessary. For two more years we will experiment, then pick and choose what seems the best program for the talented and gifted children in the Kyrene District. Meanwhile, this is the format we will attend to during a pilot study for 1975-76.

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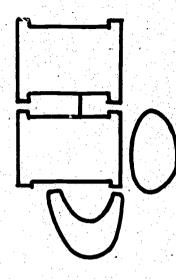
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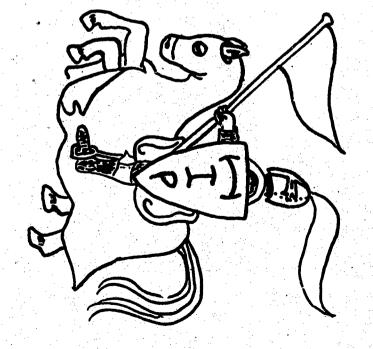
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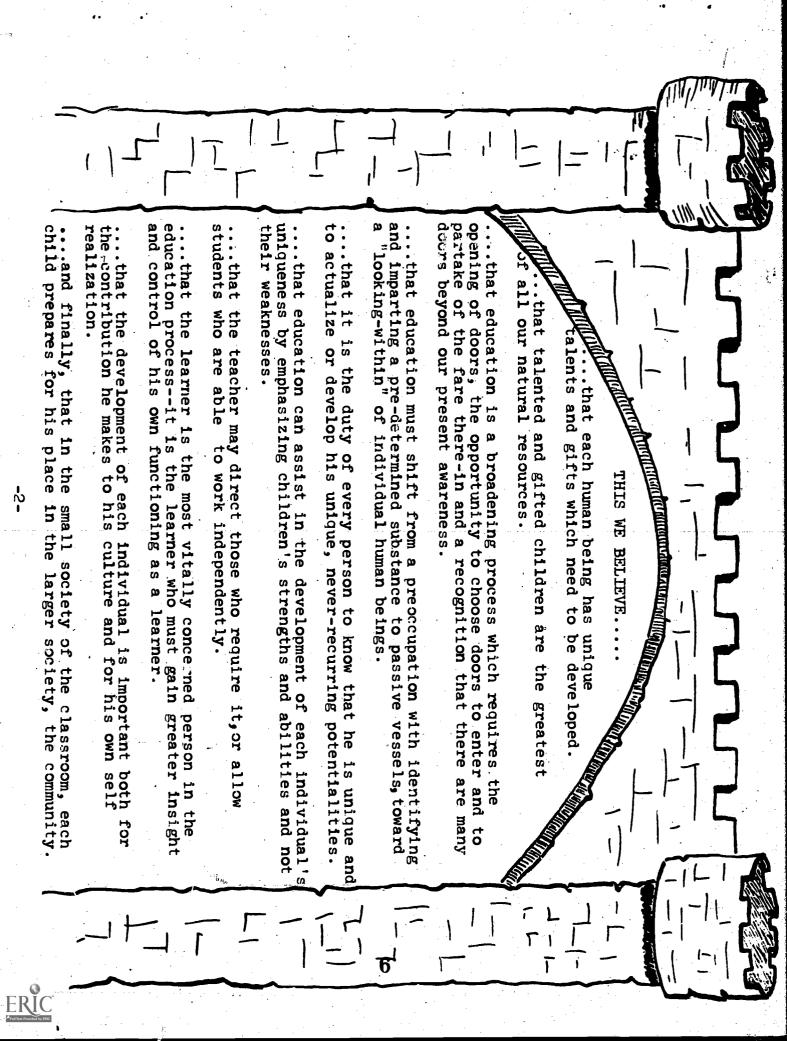


HUMAN INDIVIDUAL POTENTIALITIES

and good of all. changing. cover, release and foster in each individual and is helped to use, his special talent, society lies precisely in his uniqueness, Every human being is unique and constantly them to work in his own special way for the unique, and to give him the desire to put those traits and abilities that make him the task of educators in a democracy to disgreat or small, for the common good. The value of each individual to a democratic potential talent of some degree and kind. norms, no definite categories among our young in the extent to which he chooses to use, There are no rigid standards, no fixed Every child can be said to have It is

John Hersey Intelligence, Choice and Consent





"Good teaching is not solely the business of instructing; it is also the art of influencing another. Primarily, it is the job of uncovering and enlarging native gifts of insight, feeling and thinking....a thousand talents await recognition!"

Hugh Mearns Creative Power

The Human Individual Potentialities project is seeking to identify students in the Kyrene District who show "consistently remarkable performance in any worthwhile endeavor."

quotients and academic grades. encouraged. Pupils who excel in intellectual and academic pursuits will be identified and They will be identified by use of traditional tests predicting intelligence

They are areas of creative, kinesthetic and psycho-social giftedness, talent and identified and encouraged in traditional educational settings are of great concern. But concern with individual potentialities is much more---areas not usually The abilities we are seeking then, either potential or demonstrated, are:

- --general intellectual ability
- -- specific academic aptitude
- -- creative or productive thinking
- --leadership ability
- --ability in visual and performing arts
- --psychomotor ability.

A student may not have a high I.Q. and still participate in this program--a child could presumably display an intelligence quotient of 85 and be a highly gifted artist-that child belongs in the Human Individual Potentialities program.

Students whose gifts and talents lie in the creative, kinesthetic or psychomotor areas are rarely identified or encouraged to develop those abilities in an educational intellectually gifted, must be encouraged, prodded, motivated to develop to the limits of their potentiality--and not be allowed to drift into meaningless obscurity and failure system or in life. These children, as well as those identified as academically and

What Will The Approach Be?

telented and gifted in the context of their own culture. psychosocial, and kinesthetic. A new emphasis has also developed which recognizes the incorporates many different kinds of concepts -- besides academic, the talented, creative academic grades or assessment on intelligence quotient measures. giftedness must be recognized and attended to in any program. Any program for the talented and gifted must take into account the special needs types of talent and giftedness. Older concepts of giftedness were related to These many aspects of talent The new trend

Tentative Project Goals

--To identify students from Kindergarten through 8th grade in the who perform at a consistently high level in any worthwhile endeavor. Kyrene District

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- of operation of each identified child. -- To understand the abilities, interests, needs, strengths, weaknesses and modes
- to develop his potentialities to the fullest. PERSONALIZED curriculum which will stimulate and enable each child
- through a program of required enrichment. -- To expose each student to a wider choice of intellectual and creative
- fullest potentialities. --To enable each gifted and talented student to through recognition of areas of strengths and needed and needed improvements to develop to
- responsibility to the school, community and changing society. -- To develop within each student a desire for excellence and a sense of individual

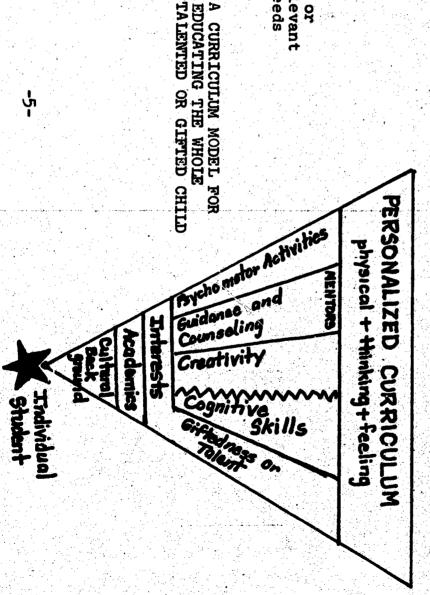
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Seminar Special Interest Center

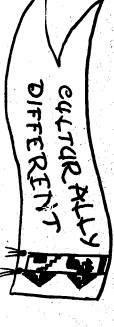
and helper. expose them to a special educational program they will be withdrawn from the regular classroom for $2\frac{1}{2}$ -hour periods of work in a Special Interest Center. During the $2\frac{1}{2}$ -ho The greatest challenge facing education today is to provide every child with the opportunity to develop his potentialities to the fullest. Our hope, then, is to develop a unique curriculum for each identified child that allows for his own learning, seminar the student will operate as a self-motivated learner and the teacher as a guide gifted continuum cannot receive such PERSONALIZED learning in a regular classroom. thinking and creativity abilities. The children at the upper end of the talented and During the 25-hour

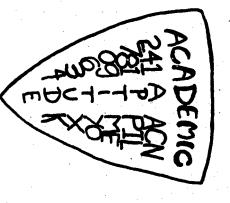
Personalized Curriculum

will be developed. For each identified talented or to his or her own specific needs child a curriculum relevant



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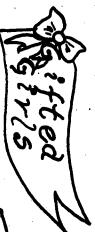




ticipating student. The program will PERSONALIZED CURRICULUM for each parand gifted we intend to develop a unique consider: In designing a program for the talented

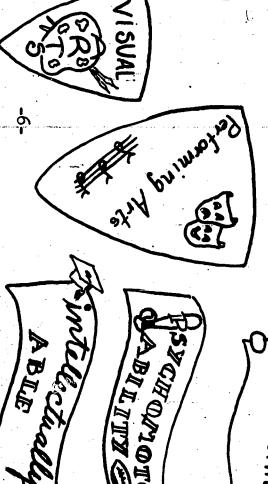
- --cultural background
- --academic level of achievement
- --individual interests
- -individual orientation and modes of thinking
- -- individual giftedness and talent -- concept of the self and others
- -career education
- --psychomotor development
- -- open or traditional functioning needs

will be incorporated in the program. actualization and human relationships Structured experiences in creativity, high level cognitive skills, self-

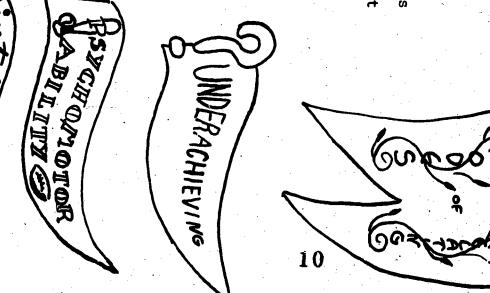


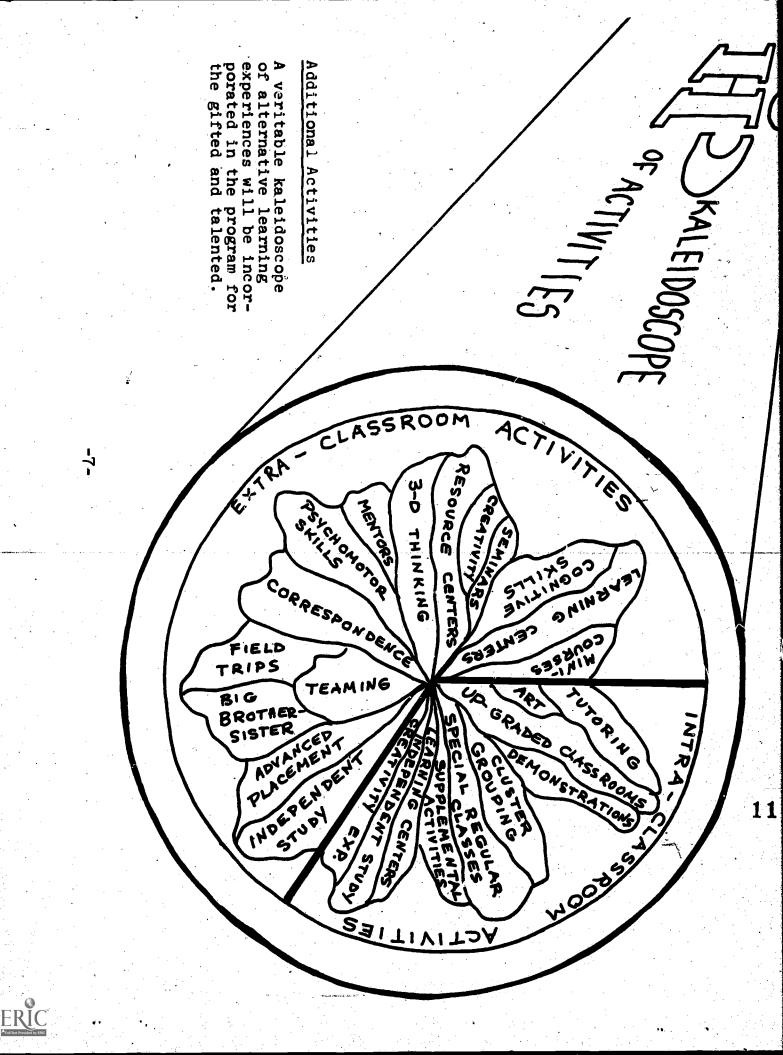
Leadership

Ability



Serving Pale





Purposes of Activities

The basic premise for including such a variety of activities in the Human Individual Potentialities Program is that it will:

- --assure an opportunity for creative pursuits
 --encourage respect for high standards while participating
 --provide an opportunity for leadership roles
- -- facilitate projects that further special aptitudes and interests
- -- assure student and parent enrichment and responsibility for the class -- make available materials for basic research
- -provide different student instructional modes.

Student Involvement

Student involvement in various activities will:

- -provide for individual and small group projects
- -extend experiences in the arts
- -provide day and extended field trips
- -encourage pre-planning and self-evaluation
- -enable participation in community and local college specialists workshops -present participants with problem-solving activities in the areas of human values -present
- -provide career education choice experiences
- --provide cross-age tutoring and student learning centers
- --provide use of special multi-media learning kits, materials and equipment
- --provide inter- and intradistrict talent exchange

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Characteristics of the Exceptionally Talented and Gifted

Intensive screening of the Kyrene students for the highly talented and gifted is now occuring. Such screening will continue as an on-going process, for a child who does not display an exceptionally high degree of giftedness or talent one year may do so the next. Likewise, a child who is identified one year but seems to be unable to "get it all together" another year will receive special teaching and/or help from a coordinating counselor.

Hopefully, screening of Kyrene's children can begin before they enter kindergarten, enabling identification of each child's strengths and needs so that an exact PERSONAL CURRICULUM can be prescribed for them.

Teachers, therapists, counselors and administrators will be constantly vigilant, SEARCHING FOR UNIDENTIFIED EXCEPTIONALLY TALENTED AND GIFTED STUDENTS.

Some of the characteristics of highly talented and gifted, by which they may be recognized are:

ENERGY.

ALERTNESS,

EAGERNESS, LEARNS

EAGILY AND

ADVANCED

ABILITY AND

INTEREST

PROFICIENCY, UNIVERSAL POWER OF CURIOSITY RETENTIVENESS, WIDE FUND OF KNOWLEDGE. SENSE OF HUMOR CONCENTRATION....

CREATIVE

CREATIVE

CREATIVE

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CREATIVE

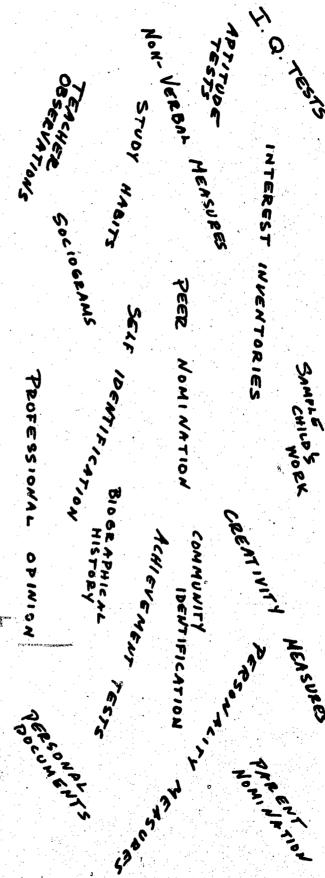
CREATIVE

READING,

OR UNUSUAL
IDEAS, ABSTRACI
COMPREHENSION
.... SELF-DIRECTION
.... INDEPENDENCE
... OUTSTANDING
ACHIEVEMENT IN
SCHOOL WORK OR
SCHOOL WORK OR
STANDARDIZED TESTS
... SOCIAL LEADERSHIP
ABILITY... UNIQUE PHYSICAL
SKILLS

Ways to Identify Talented and Gifted

the Spring of 1975 and Fall of 1976. Multi-dimensional screening of all Kyrene students will take place during Some of the measuring devices used will be:



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Program. Each student's placement will be recommended by a screening committee composed of the child's teacher, the principal, the coordinating counselor and After testing, parents will be informed of the results and identified children who so desire will participate in the Human Individual Potentialities the HIP Coordinator.

on-going parent discussion group will be made. parents, an explanation of the program, recommendations for at-home help, recommendations for the child's placement and a request for parent participation in an consideration to emotional maturity and social adjustment. At meetings with the The screening committee will review all case history data, giving special recommendations for at-home help, recommen-

Patitional Committee

Enrichment In The Regular Classes

supplied with particular materials by the HIP resource personnel. help from parent aides and HIP resource personnel. The classroom teacher will also be team learning, additional subjects or independent study. They will receive special supplementary materials in the form of mini-units, learning centers, advanced materials During regular classroom time the talented and gifted may participate using

Resource Centers

school as well as during noon for all interested Kyrene School students. During school hours only identified talented and gifted will report for seminars or independent work at the centers. In addition, any identified student may report to the Resource Center pleted throughout the day. discretion of the Resource Center Teacher when regular classroom work is com-The Resource Centers at each school will be open and available before and after

The Resource Center will schedule two sessions per day, lasting for two and a half hours each, with selection of activities based on student's individual interests and needs. Staff members will be available to consult with teachers or conference with the Coordinating Counselor concerning individual problems.

Curriculum Center

able to make any necessary objects, cages, audio-visual materials. Patterns and materials will be supplied by the curriculum center. Each teacher may walk in, together the materials and walk out with the completed project. Those materials central location. Materials and prepared units for all teachers will be available. designed especially for the Resource Centers will not be available for the regular In addition to receiving mini-units and learning center materials, teachers will be A curriculum center for the talented and gifted program will be placed in a Each teacher may walk in, put

Special Counseling, Instruction or Seminars

and teachers of the gifted. Coordinating Counselor will conduct remedial and enrichment instruction for the will receive much counseling and instruction from Coordinating Counselor. The talented and gifted as well as guidance activities for individuals, small groups Both identified students in the talented and gifted program and their parents

Custering In Regular Classrooms

classroom. A small cluster of identified talented and gifted can be a stimulating addition to a regular classroom where they may be placed. It is expected, however, with others as much as they may give. for mini-units and learning centers will be available for small groups in the regular that as in the normal exchange of daily living, they will receive from their experience Cluster grouping meets various needs of the talented and gifted.

mini-lessons in the regular classroom milieu. Identified talented and gifted may help by teaming, tutoring and teaching

Underachieving Gifted and Talented

achieving at or above grade level or exhibit debilitating social emotional disabilities Of great concern for all talented and gifted children is the development of a positive ability who have learning difficulties which keep them from achieving at their measured concept of themselves. ability level. Special classroom techniques will be offered these children who are not Of great concern to HIP personnel are children with identified high potential

The basic concern of this classroom program will be to reduce the gap between the child's potential and actual level of achievement. And to:

- --develop proper behavioral responses to the social and academic allenation experiences which previously illicited feelings of failure and
- -- develop a positive self-concept. --become motivated toward self-fulfillment of academic potential
- may be initiated at any time in this newly developing program. Any other grouping or teaching arrangements which seem relevant and appropriate

selection of Gradunal Bara

istics of such teachers should include the following: themselves. Teachers of the talented and gifted must possess a wide range of abilities Picking teachers for such a program is a difficult task. Character-

-Those who have vitality, energy, stimulating personalities, strong intellectual and cultural backgrounds, and are rigorous in their demands for learning.

-Those who like to come early to school and often work through the lunch hour: intraceptive people with minds of their own.

--Those who give evidence of professional eminence, who carry on educational -Those who creative, have close contacts with books and libraries, equipment and laboratories

activities outside of school, such as speaking or writing. "-Those whose rooms could be better described as "stimulating" than as "neat."

-Those who tend to volunteer for work with the gifted or talented and have been members of study committees or who have had special training.

-Those who have original ideas and like to try out something new.

should Highly intelligent children have indicated that teachers who work with

sense of humor

--flexibility

--patience and warmth

-consistent behavior

-personal magnetism

-cooperative and democratic attitudes

-sensitivity to others

-curiosity and desire for additional knowledge

-wide interests

-knowledge in several fields

--little threat from ability of students --capacity to say, "I don't know"

-- capacity to say,

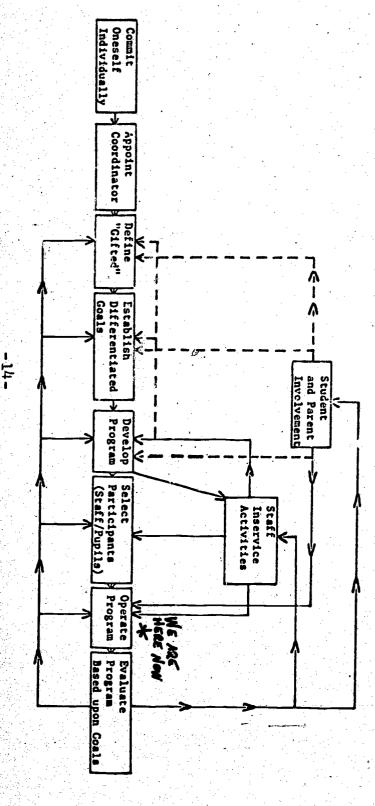
-willingness to work as hard or harder than their gifted and talented students

E ATE

RECOMMENDED PROCESS FOR SETTING UP PROGRAMS FOR THE TALENTED AND THE GIFTED

Irving S. Sato, Director, National/State Leadership Training Institute on the Gifted and the Talented

Title III grant, additional priorities have been incorporated into the organizing process. The first year of the program, 1974-75, was a research and planning year. The second year, 1975-76, curriculum is being developed for K - 4 and a pilot research class for talented and gifted is participating. During 1976-77, a pilot program for talented and gifted in grades 5 - 8 will occur and curriculum for those age levels will be developed concurrently. By Spring of 1977 the Human Individualities Program will be developed concurrently. By Spring of I will be operating K - 8 in the Kyrene District. for the talented and gifted. Because the Kyrene District has been awarded an ESEA The progress chart below indicates the gradual steps for organizing a program



Pitter .

Erroneous myths about the talented and gifted have developed over the years. Despite these myths, which imply that all is well for the gifted and talented, some four million children in this country who are either talented or gifted have been grossly neglected. Some of the major myths related to the education of the talented and gifted are:



Mpths

- 1. Identified gifted and talented students need no special help-they are smart enough to make it on their own.
- 2. All gifted and talented students make good grades and are successful in school
- 3. All gifted and talented students are popular with their peers.
- 4. Gifted and talented students represent an upper middle class elite.

Reality

- 1. Great talent can paradoxically be a handicap in an educational situation designed (as most schools are) for the average youngster. Gifted and talented often hide their talents in an effort to gain acceptance—they often feel different, strange, unaccep.ed.
- 2. 12% of the gifted and talented have reading disabilities -- 15% of identified gifted drop out of high school.
- 3. Gifted and talented students' ability to conceptualize at higher levels, or do things differently than others, often frightens their peers and drives them away.
- Giftedness and talent comes from all cultural, educational and socioeconomic levels.

- <u>ب</u> gifted and talented students Educators are aware of the needs of
- 9 Teachers can easily take care of the classrooms. gifted and telented in their regular
- Special teachers are being adequately trained for the gifted and talented.
- ω children in our society and State education departments to amend the situation. the neglect of the talented and gifted are eager recognize

- ហ Vol. 1 & 2 gifted and talented in their classe Some 57% of all U.S. school administrators surveyed stated they had no rooms. -- Report to Congress, 1973,
- σv are often a threat to teachers and In fact, gifted and talented children of educational materials then that children who need different kinds Teachers cannot meet the needs of are treated with hostility. presented in regular classrooms
- 7 Only 12 universities in the U.S. have graduate programs in gifted and talented education
- **ω** time person hired for the gifted and talented, yet 75% of the effective programs are concentrated Education in the U.S. have a full-Onl; ten State Departments of in those states.

THE GIFT

skipped half a grade, then skipped half another and seemed to be shrinking smaller and smaller and smaller. "Everyone's older," I cried to my busy mother and she said, "Eat your spinach and you'll get taller." my ungifted class in everything but mind. and there I was in high school, where boys began to boom and girls grew curves-having a gift in those days could be lonely without the help such difference deserves, brighter than some, an overaverage kid--Binets the teacher gave us must have shown me I didn't, however -- not in junior high --I would have thought of ribbons if they did--I had a gift but no one ever told me-still behind

--Harold Witt

Commissioned by the California Association for the Gifted for the Thirteenth Annual CAG Conference, San Francisco, 1975